

Custer School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Students must be assessed in all areas of suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Four student files reviewed showed evidence of significant behavioral concerns, yet no behavior assessments were conducted for these students. The team also noted during file reviews that 3 of the 5 students of transition age did not have documentation of assessments in the area of transition. One evaluation timeline noted extended for approximately four months before the IEP was written and implemented for the student.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Custer School District will assess students in all areas related to the suspected disability.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Students with behavior/social concerns will be assessed using appropriate assessments.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1. What will the district do to improve? Review all referrals and reevaluations to ensure behavior/social concerns will be assessed. What data will be given to OSE to verify this objective? Summary of data: number of referrals with behavior concerns and number of assessments of behavior.	October 1, 2003	District Office	Met 12/15/03	

6 month reporting date 12/15/03
 12 month reporting date 6/15/04
 CLOSED 6/14/04

Approved by SEP

<p>Please explain the data (6 month)</p> <p>Custer was using an out-dated referral form. There were items on the checklist in the behavior section that did not seem appropriate to that section and were confusing to teachers. The form update was completed in Fall, 2003. See attachments.</p> <p>23 referrals received since Feb. 1, 2003 with behavioral concerns: 22 were assessed for behavior.</p>				
<p>Please explain the data (12 month)</p>				

Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Students must be assessed in all areas of suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Four student files reviewed showed evidence of significant behavioral concerns, yet no behavior assessments were conducted for these students. The team also noted during file reviews that 3 of the 5 students of transition age did not have documentation of assessments in the area of transition. One evaluation timeline noted extended for approximately four months before the IEP was written and implemented for the student.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Custer School District will assess students in all areas related to the suspected disability.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>In order to aid in transition planning, students prior to age 14 will have assessment conducted in areas of transition.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

<p>1. What will the district do to improve? Each semester, track all students approaching transition age to ensure that interest inventories will be given prior to age 14.</p> <p>What data will be given to OSE to verify this objective? Summary of data: number of transition age students and corresponding assessment completions.</p>	<p>October 1, 2003</p>	<p>District Office</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) At the beginning of the semester, the special education teachers were informed of students who would be turning 14 and needed to have a transition evaluation and transition addressed on their IEP's. The district, however, still missed one student that should have been given an interest inventory.</p> <p>6 of 7 students were assessed in areas of transition prior to the age of 14.</p>				
<p>Please explain the data (12 month) For the reporting period 11/01/03 through 5/26/04, 6 of 6 students were assessed in the area of transition prior to the age of 14.</p>				
<p>2. What will the district do to improve? Provide training to appropriate case managers on the use of materials within the Transition Tacklebox. What data will be given to OSE to verify this objective? Provide agenda, list participants and Transition trainer</p>	<p>Oct. 1, 2003</p>	<p>Special Ed Director</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>Custer has had a change in teaching personnel at the High School level. One of our teachers had not been in SpEd for awhile, and the other teacher has just begun her second year in SpEd. There has been a large learning curve in regard to the legal requirements of this age. There was not the opportunity to spend adequate time on the Tacklebox. This week on Wed., Dec. 17, we have three hours scheduled to do that.</p> <p>To date, training with the Transition Tacklebox has not been completed. The two high school teachers and director have attended a meeting in Hill City with Dave Halverson, Transition Coordinator in which he introduced service providers.</p>				

Please explain the data (12 month)

CSD has one high school special education teacher returning for the 2004-2005 school year. On Monday, April 26th, 2004 that teacher and the special education director attended the following workshop: "Making Transition Work in South Dakota." The workshop ran from 10-4 with its focus being transition and the IEP—making the transition process meaningful. Transition requirements and why they were made into law were included. This workshop was done in lieu of Tackle Box training.

The high school sped teacher also attended a transition workshop put on by Dave Halverson at the Sturgis School District. Also attending was our Black Hills Coop transition liaison, Christie Phillips.

Two follow-up transition meetings were held. The first, on 5/20/04 was attended by the sped teacher and sped director. The second on 5/25/04 was attended by the sped teacher, Christie Phillips, and the sped director. They were 3 hours and 4 hours respectively.

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team determined that much of the district staff do not understand functional assessment and were not completing this type of evaluation with students as a part of the evaluation process. Functional assessment information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 19 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

A variety of assessment tools and strategies are used to gather relevant functional and developmental information including how the child will be involved in and progress in the general education curriculum.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)** Functional assessment will be conducted as part of all initial and reevaluations.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Receive special ed teacher training on functional assessment</p> <p>What data will be given to OSE to verify this objective? Agenda, list of participants, name of presenter</p>	October 1, 2003	District office, State trainer	Met 12/15/03	
<p>Please explain the data (6 month)</p> <p>“Functional Assess-ment for Special Education, a document published by the SD Office of SpEd” was presented by Gloria Schaffer on November 17, 2003 from 4-5P.M. 9 of 10 Sp.Ed. teachers were present.</p> <p>The following people were in attendance; Pat Davenport, Marilyn Chambers; Judy Uhrich, Rhonda Weathers, Rose McClaskey, Lee Hunt, Joyce Molitor, Gretchen Ford, and Tona Cain. Participants were also given the opportunity to review and ask for some of the informal assessment possibilities that Sandra Grey Eagle had left with the district. They had previously been given that information. The special education director will meet with Cora O’Kane, who was unable to be present, to review the information.</p>				
<p>Principle 3: Appropriate Evaluation</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The monitoring team determined that much of the district staff do not understand functional assessment and were not completing this type of evaluation with students as a part of the evaluation process. Functional assessment information is to be used for determining specific skills areas affected by the student’s disability, the student’s present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 19 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A variety of assessment tools and strategies are used to gather relevant functional and developmental information including how the child will be involved in and progress in the general education curriculum.</p>				

6 month reporting date 12/15/03
 12 month reporting date 6/15/04
 CLOSED 6/14/04

Approved by SEP

<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) A summary report of functional assessment will be included as part of the student's evaluation process.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Review all initial/reevaluations for functional assessment summary reports. What data will be given to OSE to verify this objective? Summary of data: number of evaluations completed and number that include functional assessment summaries</p>	<p>October 1, 2003</p>	<p>Case managers, district office</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) As the files were reviewed, a few of the functional assessments in February and Mar. were the ones that did not include functional assessment summaries. 53 evaluations have been completed between Feb. 1, 2003 and Oct. 31, 2003: 46 contained a Functional Summary.</p>				
<p>Please explain the data (12 month) For the reporting period from 11/01/03-5/26/04, 59 were completed. 56 contained a Functional Summary.</p>				
<p>Principle 3: Appropriate Evaluation</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team determined that much of the district staff do not understand functional assessment and were not completing this type of evaluation with students as a part of the evaluation process. Functional assessment information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 19 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.</p>				

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A variety of assessment tools and strategies are used to gather relevant functional and developmental information including how the child will be involved in and progress in the general education curriculum.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)** Report of functional assessments will be used to write student PLOPs.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Review initial and reevaluation IEPs for PLOPs that include functional assessment information. What data will be given to OSE to verify this objective? Summary of data: number of IEPs that include functional assessment in initial and reevaluation PLOPs	October 1, 2003	Case Managers, District office	Met 12/15/03	
Please explain the data (6 month) 53 of 53 initial and reevaluation IEP's included functional assessment information. The district will continue to monitor the inclusion of information from functional assessments forwarded to the PLOPs.				
Please explain the data (12 month)				

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The school district must provide the parents with a copy of the evaluation report and documentation of the determination of eligibility. The Custer School District uses the Excent software program to complete IEPs for the students. Because this program did not have a line item for the parents to check indicating that they received a copy of their child's evaluation results, the district did not consistently have documentation to support that parents received these copies. Twelve of the files reviewed were missing this documentation.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A copy of the evaluation report and documentation of determination of eligibility is given to all parents.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parents will receive a copy of evaluation reports and documentation of eligibility determination.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Change MDAT/IEP form to include parent initials of receipt of copy. What data will be given to OSE to verify this objective? Copy of revised MDAT/IEP form.</p>	<p>October 1, 2003</p>	<p>Case managers, district office</p>	<p>Met 12/15/03</p>	
<p>Please explain the data (6 month)</p> <p>A copy of the updated MDAT was provided to the department. Note on the last page of the MDAT the place for parents to initial their receipt of the document. A decision was made to hold off on learning a new Excent IEP form, since the district will begin DDN campus in 2004-2005.</p>				
<p>Please explain the data (12 month)</p>				

<p>2. What will the district do to improve? Review all IEPs and MDATs to ensure evaluation reports and documentation of eligibility determination were received by parent. What data will be given to OSE to verify this objective? Summary of data: number of IEPs and MDATs held and number that include parent initials indicating receipt of copy of evaluation report and documentation of eligibility determination</p>	<p>October 1, 2003</p>		<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) In addition to 117 IEP's, 13 addendums were held. 113 IEP's and addendums indicated that evaluation reports were received by the parent. Only one of 46 MDAT's indicated that parents received a copy of that form. It should be noted that not all addendums (e.g. change in transportation) necessitate that a copy of evaluation results go to parents. The MDAT was not revised until fall of 2003. New documentation coming into the office should indicate parent receipt of the form.</p>				
<p>Please explain the data (12 month) 36 MDAT's were written between November 1st and May 26th. 31 noted that the parents had received a copy of the form. 143 IEP's were written, and 133 noted parent receipt of evaluations results. In both cases, some of the forms lacking documentation had parents checking receipt of documentation, but no initials. On others, teachers had failed to use the correct form, or failed to pull up the correct lines from the Excent program to indicate receipt of evaluation results. Next year, we will be using the DDN Network, and presumably, some of these problems will end.</p>				

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
 The IEP team also may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor disability; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. Six of the 19 files reviewed did not contain documentation that this was considered while determining eligibility.

6 month reporting date 12/15/03
 12 month reporting date 6/15/04
 CLOSED 6/14/04

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Before identifying a student as having a specific learning disability the IEP team will always document that the student's severe discrepancy between ability and achievement is not primarily the result of a visual, hearing, or motor disability; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The MDAT report, for students with LD, will reflect team's consideration of visual, hearing, or motor disability; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Review all MDAT forms to ensure they reflect team's consideration of visual, hearing, or motor disability; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.</p> <p>What data will be given to OSE to verify this objective? Summary of data: number of MDATs held and number that reflect that teams addressed special considerations</p>	<p>October 1, 2003</p>	<p>Case Managers, district office</p>	<p>Met 12/15/04</p>	
<p>Please explain the data (6 month) 47of 47 MDAT's reflected that teams addressed special considera-tions.The district will continue to monitor MDAT's to insure that special considerations have been addressed.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individual Education Program</p>

6 month reporting date 12/15/03
 12 month reporting date 6/15/04
 CLOSED 6/14/04

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
 Of the student files reviewed, the team noted one multidisciplinary meeting without a regular educator present, and one without the parent present. One addendum was written without the special educator in attendance. Finally two IEPs were written without required membership. The first one showed that the administrator or designee was missing, and the second IEP was written with a regular educator present at the meeting.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

 All IEP teams will include required membership.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 IEPs will reflect required membership in attendance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? If a parent is unable to attend the multidisciplinary meeting, the meeting will be rescheduled. What data will be given to OSE to verify this objective? Summary of data: number of MDATs reviewed and number of signature pages with all appropriate attendee's signatures	October 1, 2003	Case managers	Ongoing	Met June 04
Please explain the data (6 month) 7 of 47 MDAT's did not indicate all appropriate signatures. In analyzing the data, it appeared as if the middle school did not always include an administrator/designee at the MDAT meeting.				
Please explain the data (12 month) Of the 41 MDAT's in the November through May reporting period, all 41 had appropriate representation at the meeting.				

6 month reporting date 12/15/03
12 month reporting date 6/15/04
CLOSED 6/14/04

Approved by SEP

<p>2. What will the district do to improve? If all members of the Addendum/IEP team are not present, the building office will be notified to make arrangements for a teacher or administrator/designee to attend. What data will be given to OSE to verify this objective? Summary of data: number of Addendum/IEPs reviewed and number of signature pages with all appropriate attendee's signatures</p>	<p>October 1, 2003</p>	<p>Case managers, building offices</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Of 130 IEP's, 4 did not indicate that all appropriate people were in attendance. Now that all data has been analyzed, each teacher will receive the student checklists that were used to tabulate information. That should be beneficial to teachers -- they will be able to understand the areas of the process in which they need improvement.</p>				
<p>Please explain the data (12 month) Of the 181 IEP and addendum meetings held, 179 indicated that the appropriate persons were in attendance.</p>				